

# CONTINUANCE

*Knowledge and Understanding Passing from Generation to Generation*

*Fall 2007/Winter 2008*



## FOUR NEW DIRECTIONS for Higher Education

# INTERGENERATIONAL INITIATIVE PARTNERS

Improving education through  
intergenerational engagement and leadership.

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# CONTINUANCE MAGAZINE

Fall 2007/Winter 2008

Vol. 22: 1 & 2

## *Knowledge and Understanding Passing from Generation to Generation*

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### INTERGENERATIONAL INITIATIVE

*The goal of the Intergenerational Initiative is to create an infrastructure of retiree involvement. The following actions set that goal in motion:*

- promote intergenerational engagement and leadership that will help solve the perplexing problems of education
- advocate for a public policy responsive to the needs and resources of all ages
- foster communication and contact between generations and cultures
- enrich the educational experience through lifelong service and learning
- to publicize the stories about the good things happening in education.

*Founded in 1987 with funding from the  
Illinois Board of Higher Education*

# Continuance

Fall 2007/Winter 2008

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# Commentary

## You Want Me To Climb What?

On my fortieth birthday, I journeyed to Montana and climbed Red Mountain, elevation 7,320 feet. In all honesty, Red Mountain isn't a rope-and-clips, Mt. Everest-type mountain. It is one of those mountains where you can hop in your Jeep and drive to within 500 feet of the top. Nevertheless the last 500 feet can present a challenge.

The challenges of climbing a mountain are similar to those currently faced by higher education. Experts write in this issue that higher education is confronted with competing in the knowledge-based global economy. Paul Lingenfelter, president, State Higher Education Executive Officers, calls it an "alarm to be ignored only at the peril of future generations." *Good Policy, Good Practice* points to the need for "ratcheting up college access and completion." A chorus of national reports tout accountability and productivity.

Presidents, legislators, and boards scratch their heads and ask, "How can we make the changes needed for the future? We have less money, greater needs for remediation, and increasing demands to maintain a competitive workforce."

Mountain climbers will recognize this desperation. It comes when you are out of wind and looking

up at the last 200 feet. But then you draw from an inner resource and get a burst of energy to reach the top.

In Illinois, that inner resource for higher education is the older population, a group of people with a high value for learning, rich life experiences, and according to the Joys of Retirement Survey,\* 86.1 percent of them would be willing to volunteer if asked to do something that interests them. Compare that with the actual involvement of retirees, a mere 7 percent, who volunteer in educational settings according to the U.S. Bureau of Labor Statistics.

In a recent *Chronicle of Higher Education* article, "What Colleges Must Do to Keep the Public's Good Will," Pat Callan and John Immerwahr suggest that college leaders need to think outside the box. In this issue of *Continuance*, we have outlined Four New Directions for higher education that tap the growing resource of retirees. The Four New Directions point to a higher education plan for the future that highlights productivity and engagement from the Illinois citizenry, particularly retirees. It is thinking outside the box at its best.

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\* A study conducted with the State University Retirement System in May 2006.



The Illinois Board of Higher Education will soon begin a planning process toward a new Master Plan, called *A Public Agenda for Illinois Higher Education: Planning for College and Career Success*. The implementation of a Master Plan that stresses high-quality education and productivity is essential for the economic future of Illinois.

"You want me to climb what?" may be the initial attitude of skeptics comparing the symbolic mountain to the planning process. But with the Four New Directions, the ability to think outside the box, and the engagement of the Illinois citizenry, particularly retirees, Illinois can climb the mountain.

-Jane Angelis, Editor

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# New Directions for Higher Education in an Aging World

## 1 Global Workforce Wisdom

**Building an infrastructure of retiree involvement**

Questions Retirees: "How can we connect with meaningful job and volunteer opportunities?"

Employers: "How can we find good workers?"

## 2 Academic Engagement and Leadership across Generations

**Patching the leaky pipeline**

Question Tapping the potential of individuals to improve education: Illinoisans of all ages ask: "Can we help?"

## 3 Intergenerational Public Policy

**Developing policy that meets the needs of all ages through the resources of all generations**

Question "Let's talk. Let's listen. Can we work together?"

## 4 The Economic Market of Older Learners

**Welcoming older adults to campuses**

Question "Can higher education include retirees as part of campus life and higher education goals?"

### **In this Section: Background for the New Directions in Higher Education**

**Aging is An Asset: Opportunities for Education**

**History - Paul Lingenfelter, State Higher Education Executive Officers**

**Value of Higher Education: *The Investment Payoff* - Institute for Higher Education Policy**

***Adding It Up: Access and Success* - National Center for Higher Education Management Systems and *Jobs for the Future***

***Good Policy, Good Practice* - National Center for Public Policy in Higher Education & National Center for Higher Education Management Systems**



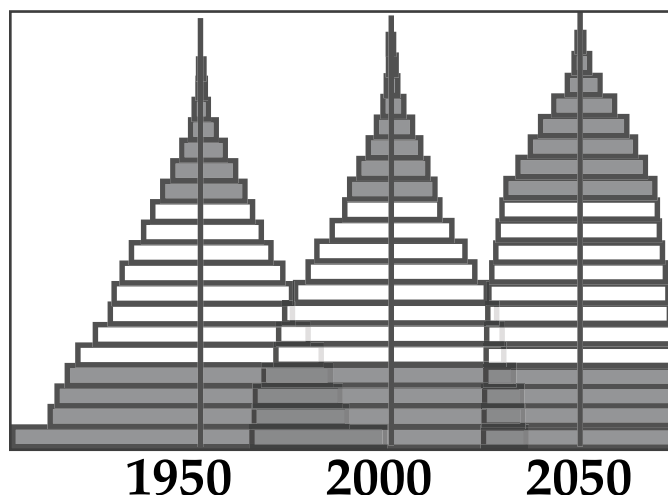
# AGING IS AN ASSET

## Gathering Information about the Impact of Aging on Life in Illinois

### Finding Opportunities for Education in an Aging World

The population pyramids give a visual picture of the changes in our population. The left side represents men and the right, women. Each rectangle represents 5 years. The lower part (gray) is youth 0 to 20 and the upper (gray) is older adults 60 and older.

In 1950 there was a large youth population and a small older population. In 2000, the transition had started with a growing number of older adults and a slowing of the youth population growth. By 2050, the pyramid will become a rectangle: thus an equal number of old and young.



*Rather than ask the question, “What will we do with all these older people,” ask “What will we do with all these resources?”*

The idea for Aging is an Asset came from a Senate Forum on Intergenerational Leadership. College students said that they wanted more contact with retirees. Retirees said, “No one asks us to get involved.”

Aging is an Asset first saw the light of day in a discussion convened by the Illinois Board of Higher Education, the Intergenerational Initiative, and the Illinois Senate. Leaders acknowledged the

graying of the population and recommended that Illinois gather more information on the meaning. The first four Aging is an Asset meetings explored the ways that education at all levels could form partnerships with retirees and aging agencies.

Typically the Aging is an Asset Forums involve 32-36 content experts, retirees, and educators, who come together to discuss a topic and its relationship to the

aging of Illinois.

The first on higher education opened the door to discussion about retirees as students, volunteers, and advocates for education. The second considered the opportunities for schools (P-20+) by involving retirees, connecting generations, and establishing stronger communication throughout the education pipeline. The third, based on the Blueprint for Elder-Friendly Communities, explored



**The Beginning of Aging is an Asset:** On December 19, 2005, the Illinois Board of Higher Education and the Intergenerational Initiative, SIUC ; hosted a group of education and aging leaders. Senate President Emil Jones Jr. participated by phone. L to R: Richard Rook, reg. dir. SCORE (Service Corps of Retired Executives); Randy Dunn, State Superintendent; Karen Hunter Anderson, vp, ICCB; John Erwin, president, Illinois Central College (representing the Council of Community College Presidents); Walt Warfield, exec. dir., IL Assoc. of School Administrators; Michael Johnson, exec. dir., IL Assoc. of School Boards; Matt Wescott, Illinois Dept. on Aging; Michael Monnohan, exec. dir., IL Assoc. of Community College Trustees; Don Naylor, exec. dir., State University Annuitants Association; Judy Erwin, exec. dir., IL Board of Higher Education; Not pictured; Chancellor Richard Ringeisen, (representing University Presidents Council); Jo Anderson, exec. dir., IL Education Assoc.; Raymond Mackey, exec. dir., IL Federation of Teachers; Gail Weinrich, Illinois dir. SCORE; Kathleen Plesko SIUC (representing IBHE Disabilities Advisory Group), Terry Nunn, dep. dir., IBHE; Seymour Bryson, assoc. chanc., SIUC; Gary Alexander, dep. dir., IBHE; and Jane Angelis, dir. Intergenerational Initiative, SIUC

the ways that communities should prepare for increased numbers of older people and the role of education in preparing for an aging society. The fourth, Aging is an Asset for the Workforce examined the workforce in Illinois from the perspective of the employer, the worker, and education.

Over the next two years, the Aging is an Asset Series will gather information through focus groups and research about the impact of aging on life in Illinois and will explore a more focused relationship between education and retirees.

Aging is an Asset discussions and policy papers were produced on each topic and are available on the website, [www.siu.edu/offices/iii](http://www.siu.edu/offices/iii).

### **Aging is an Asset Forums: Learning about an Aging World and Finding Opportunities for Education**

#### **Past Meetings**

- I. Higher Education - October 11, 2006**
- II. P-20+ Education - February 26, 2007**
- III. Community - June 12, 2007**
- IV: Workforce - November 13, 2007**

#### **Coming in 2008**

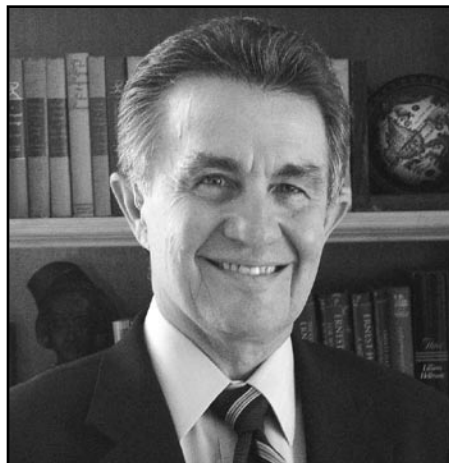
- V: Civic Engagement - February 2008**
- VI: The Economy - June 2008**
- VII: The Media - October 2008**

#### **Sponsored by**

**Illinois Board of Higher Education, Illinois Department on Aging, Illinois State Board of Education, and the Intergenerational Initiative, SIU Carbondale**

#### **in cooperation with the**

**Senate Higher Education Committee, Senate Education Committee, Illinois Council of Public University Presidents, Illinois Community College Presidents Council, Illinois Community College Board, the Illinois Association of Area Agencies on Aging, and the State Universities Annuitants Association**



## History

### What Have We Learned Since “A Nation at Risk.”

Excerpts from *Change Magazine*

Paul Lingenfelter, President  
State Higher Education Executive Officers

In 1983, the National Commission on Excellence in Education commissioned by Secretary of Education T.H. Bell began with these words: “Our Nation is at risk. Our once unchallenged preeminence in commerce, industry, science, and technological innovation is being overtaken by competitors throughout the world.” The report with its alarming rhetoric and clarion call for change, turned the national spotlight on the need for educational reform and gave impetus to reform efforts over more than two decades.

What have we learned since *A Nation at Risk*? First, the global knowledge economy has arrived as predicted, and it is gathering steam. In *The World is Flat*, Tom Friedman persuasively explains how technology and business innovation have given us, for the first time, a truly global economy. Capital now skips from country to country in search of able workers at the lowest possible price. And that’s not just at the low end of the economic spectrum — people around the globe are acquiring advanced knowledge and skills as the means to a better life. Just like U.S. factory workers, our knowledge workers must be worth their cost in the world economy or their jobs will inexorably move offshore.

*A Nation At Risk* got some of the details wrong, however.

For instance, it worried about competition from Japan. In 1983 few expected that by the beginning of the next century, the fastest-growing economies in the world would be in Brazil, Russia, India, and China. Goldman Sachs now predicts that by 2050, their collective economies will be larger than the combined economies of the G-6 — the largest industrialized nations today — the United States, Japan, the U.K, France, Germany, and Italy.

Second, we’ve learned that complacency about educational attainment is dangerous and unwarranted. The earlier report took comfort in our wide lead over European nations in postsecondary participation, but the U.S. now ranks behind six other countries in the percentage of degree attainment for 24-to-35-year olds.

And another threat looms: Neither China nor India was mentioned in *A Nation At Risk*, but each now produces, from its larger population base, roughly three times as many college graduates as the U.S. Our comfortable advantage over other nations was lost in a single generation. Without intensified effort and renewed determination, the next generation will fall well behind our global competitors.

Third, what we considered “above-average” educational attainment a generation ago has become mediocre today. In 1946 the goal of universal education beyond high school seemed idealistic when it was enunciated by the Truman Commission, which the President set up to explore the responsibilities of U.S. higher education in post-war society. Now,



the average American must have the knowledge and skills formerly needed by only the top 20 percent of students. In developed countries, universal postsecondary education has become essential for individual and national prosperity.

Fourth, we've learned that educational progress is slow and hard. The American people did not ignore *A Nation At Risk*. Twenty years of effort have made a difference, even though other nations have improved more rapidly than the U.S. But we've discovered no quick fixes or easy solutions. We've struggled with denial and resistance and learned that every reform strategy has what Paul Hill and Mary Beth Celio, in *Fixing Urban Schools*, call a "zone of wishful thinking," in which reformers assume that once a single aspect of educational practice is changed, other essential conditions will automatically fall into place. To the contrary, assembling and implementing all the ingredients of a successful intervention is painfully slow, at best. Educational progress seems to take all the wisdom, discipline, and perseverance we can muster.

Fifth, the issues identified in *A Nation At Risk* — the content of school curricula, student aspirations, time on task, and teaching — still are relevant and require attention. Although it took 20 years for us to address curricular

issues seriously, many state and national initiatives now motivate or require students to prepare for college or work by taking a rigorous high-school curriculum. Student expectations have risen (80 percent of high-school sophomores expect to get a baccalaureate degree), but the aspirations and participation of able students in low-socioeconomic-status families still lag well behind those of their more advantaged peers.

Despite progress in the elementary grades, we still fail to require or inspire high school students to devote adequate time to instruction and homework. Since *A Nation At Risk* we have accumulated compelling evidence that good teaching makes a difference; we have developed a robust consensus on the essential components of good teaching; and we have learned how to prepare, employ, and retain good teachers. But we still have failed to implement broadly the changes necessary for widespread teaching excellence.

Excerpts from *Change Magazine*, Jan/Feb 2007

## Challenges for Higher Education

State policymakers must address every barrier to successful participation in postsecondary education. Higher-education boards need to work with their counterparts in K-12 to improve student preparation and to align high-school curricula and assessments with what students need to succeed in college. They also need to inform middle-school students about the importance of preparing for higher education, encourage their aspirations, and monitor their academic progress.

*The Twenty-First Century Agenda for State Planning and Policy in Higher Education* is in response to an alarm to be ignored only at the peril of future generations. Without question, the states, the federal government, colleges and universities, and the American people have the capacity to respond to these challenges and create an even better future. With a strong sense of common purpose among public leaders and educators, clear goals, measured results, and shared responsibility and accountability for performance, higher education will succeed.

For the complete report: *The Twenty-First Century Agenda for State Planning and Policy in Higher Education* [www.shceo.org](http://www.shceo.org)

# The Value of Higher Education

Excerpts from *The Investment Payoff*

*A 50-State Analysis of the Public and Private Benefits of Higher Education*

Institute of Higher Education Policy

**Does college matter?** In the last few years, a number of important efforts have been made to better articulate the benefits that result from the investment in higher education, both to individual students and to society. Much of the focus of the analysis is concentrated on the benefit of earning a college degree, as evidenced by examining the difference between a high school diploma and a bachelor's degree for each of the six indicators: Personal income, employment, public assistance, health, volunteerism, and voting.

**Table 1. Percentage of population age 25 and older in March 2004, by educational attainment.**

Table 1	Less than high school	High School diploma	Some college (includes AS, AA, Certificates)	Bachelor's degree (BA, AB, BS)	Advanced (includes MA, MS, PhD, First Professional)
United States	14.8%	32.0%	25.5%	18.1%	9.6%
Illinois	13.2%	33.3%	26.1%	17.4%	10.0%

## Private Economic Benefits: Personal Income

National discussions about the value of higher education focus a great deal on the private economic gains. Data show that in terms of lifetime earnings and average annual income, an individual's ability to earn more and to maintain employment correlates to higher levels of education.

**Table 2. Average total personal income of population age 25 and older in the year 2003, by educational attainment.**

Table 2	Less than high school	High School diploma	Some college (includes AS, AA, Certificates)	Bachelor's degree (BA, AB, BS)	Advanced (includes MA, MS, PhD, First Professional)	Difference between those with a high school diploma and a bachelor's degree	Percentage difference between those with a high school diploma and a bachelor's degree
United States	\$15,221	\$25,053	\$32,470	\$48,417	\$70,851	\$23,364	93.3%
Illinois	\$14,644	\$25,083	\$33,963	\$47,385	\$72,207	\$22,302	88.9%

## Private Economic Benefits: Labor and Unemployment

As America invests in and develops an educated workforce, productivity increases along with individuals' ability to sustain employment and earn higher income. Subsequently, the nation sees a return in the form of a higher tax base and an increased demand for goods and services.

**Table 3. Percentage of population age 25 and older in the labor force who were not employed in March 2004, by educational attainment.**

	Less than high school	High School diploma	Some college (includes AS, AA, Certificates)	Bachelor's degree (BA, AB, BS)	Advanced (includes MA, MS, PhD, First Professional)	Difference between those with a high school diploma and a bachelor's degree	Percentage difference between those with a high school diploma and a bachelor's degree
United States	10.2%	5.9%	4.8%	3.0%	2.6%	-2.8	-48.1%
Illinois	10.9%	6.6%	4.0%	4.1%	1.5%	-2.5	-37.4%

## Public Economic Benefits: Reduced Reliance on Public Assistance

An educated workforce with a lower unemployment rate also brings benefits to the nation as a whole and to individual states. Nationally, 1 percent of those with a high school diploma, and less than one-half percent of those with a bachelor's degree, received some form of public assistance in 2003.

**Table 4. Percentage of population age 25 and older who received public assistance in the year 2003, by educational attainment.**

	Less than high school	High School diploma	Some college (includes AS, AA, Certificates)	Bachelor's degree (BA, AB, BS)	Advanced (includes MA, MS, PhD, First Professional)	Difference between those with a high school diploma and a bachelor's degree	Percentage difference between those with a high school diploma and a bachelor's degree
United States	2.1%	0.9%	0.9%	0.3%	0.1%	-0.7	-72.0%
Illinois	1.3%	0.5%	0.5%	0.0%	0.3%	-0.5	-100%

### Private Social Benefits: Health

The health of individuals also clearly has a broader social benefit in that healthier citizens reduce expenses on insurance, unreimbursed medical expenses, and other costs that are often passed on to other consumers. Across the United States, 82 percent of those with a high school diploma reported being in "excellent, very good, or good" health, compared to 93 percent of those with a bachelor's degree.

Table 5. Percentage of population age 25 and older who describe their health as good, very good or excellent in March 2004, by educational attainment.

	Less than high school	High School diploma	Some college (includes AS, AA, Certificates)	Bachelor's degree (BA, AB, BS)	Advanced (includes MA, MS, PhD, First Professional)	Difference between those with a high school diploma and a bachelor's degree	Percentage difference between those with a high school diploma and a bachelor's degree
United States	67.3%	82.0%	87.2%	92.6%	92.5%	10.6	12.9%
Illinois	66.0%	81.9%	89.0%	93.7%	92.8%	11.7	14.3%

### Public Social Benefits: Volunteerism

The public social benefits of higher education are probably the most complex and difficult to measure. Individual involvement in the community, concern for the quality of life, and caring for the social well-being of America benefit society as well as the individual. These attributes can be captured to some degree by examining the rate of volunteer participation. In September 2004, 21 percent of the U.S. population age 25 and older who had a high school diploma reported ever volunteering, compared to 36 percent of those with a bachelor's degree or higher. In all states, higher levels of education were correlated to the likelihood that an individual would volunteer.

Table 6. Percentage of population age 25 and older who reported ever volunteering for or through an organization in September 2004, by educational attainment.

	Less than high school	High School diploma	Some college (includes AS, AA, Certificates)	Bachelor's degree (BA, AB, BS)	Difference between those with a high school diploma and a bachelor's degree	Percentage difference between those with a high school diploma and a bachelor's degree
United States	11.8%	20.8%	31.0%	36.1%	15.3	73.3%
Illinois	13.5%	18.2%	27.6%	31.5%	13.3	73.4%

### Public Social Benefits: Voting

A thriving democratic society also benefits from increased political participation among the people. Voting is one indicator among many that can gauge civic involvement. In November 2000, 56 percent of U.S. citizens who were age 25 and older and had a high school diploma responded that they had voted in the 2000 presidential election, compared to 76 percent of bachelor's degree recipients.

Table 7. Percentage of population age 25 and older who voted in the November 2000 election, by educational attainment.

	Less than high school	High School diploma	Some college (includes AS, AA, Certificates)	Bachelor's degree (BA, AB, BS)	Advanced (includes MA, MS, PhD, First Professional)	Difference between those with a high school diploma and a bachelor's degree	Percentage difference between those with a high school diploma and a bachelor's degree
United States	42.1%	56.0%	67.3%	76.3%	82.1%	20.2	36.1%
Illinois	49.8%	58.3%	70.8%	74.9%	78.3%	16.6	28.5%

### Conclusions

Higher education provides a broad array of benefits to both individuals and society. While such a statement has been a long-held belief in American higher education, only recently has the combination of social and economic benefits that accrue from the investment in higher education received sustained attention. The six indicators chosen for this analysis convincingly show that almost every state benefits from higher education in every indicator, even as some states benefit more than others do.

This simple articulation needs to be more prominently featured in state policy debates regarding the investment of state resources in higher education. Moreover, additional efforts should be undertaken to develop specific and quantifiable indicators of the value of higher education at the state level. Such an understanding could go a long way toward improving the prospects for state economic development, social stability, and individual prosperity.

Published in February 2005: Printed with permission from the Institute for Higher Education Policy, For the full report: [www.ihep.org](http://www.ihep.org)

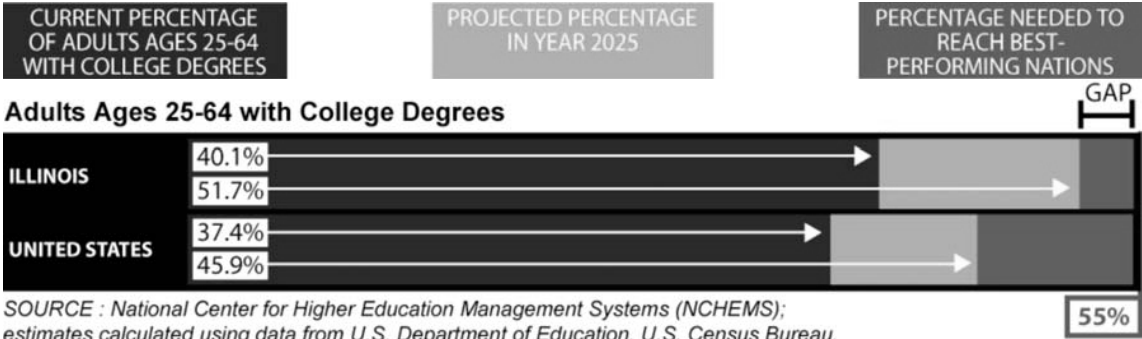
# Adding It Up: State Challenges for Increasing College Access and Success

## Illinois

Illinois’ civic health, prosperity, and success in creating good jobs for its citizens depends on its ability to increase college success for *all* students, including low-income and first generation college-goers, adult learners, and students of color. This profile indicates key demographic, equity and attainment challenges confronting the state.

### A COLLEGE-EDUCATED POPULATION IN ILLINOIS—TODAY AND TOMORROW

Today, Illinois ranks slightly above the nation in the percentage of adults ages 25-64 who have a college degree. Assuming that current trends in college completion and in-migration of college-educated adults continue, Illinois is expected to remain ahead of the nation on this measure in 2025. However, this will still leave the state short of the college-educated population needed to meet workforce demands and compete with best-performing nations.



### A CHANGING DEMOGRAPHIC PICTURE

To expand its college-educated population, Illinois must pay attention to projected demographic changes, especially growth among African Americans and Hispanics, who together represent a substantial share of the current population.

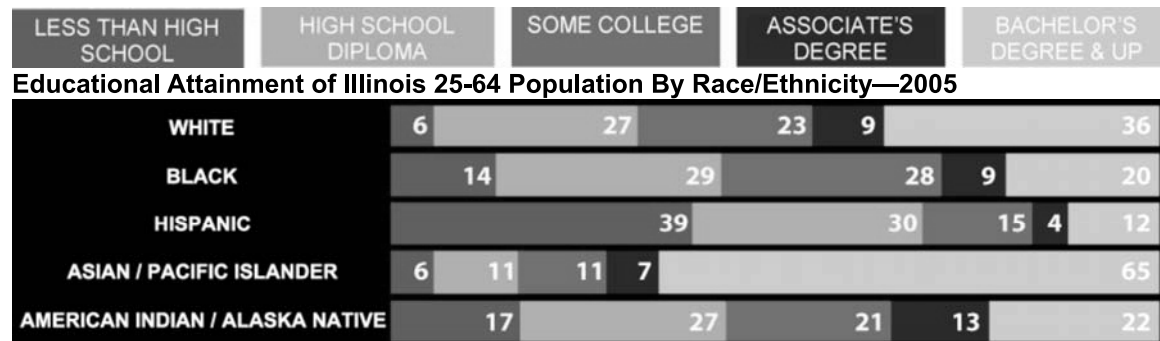
### Projected Changes in Illinois Population by Race/Ethnicity – 2005 to 2025



SOURCE: NCHEMS; estimates calculated using data from U.S. Census Bureau.

### EDUCATIONAL ATTAINMENT BY RACE AND ETHNICITY

Illinois must address racial and ethnic disparities in the percentage of college-educated adults, particularly with respect to African Americans and Hispanics.



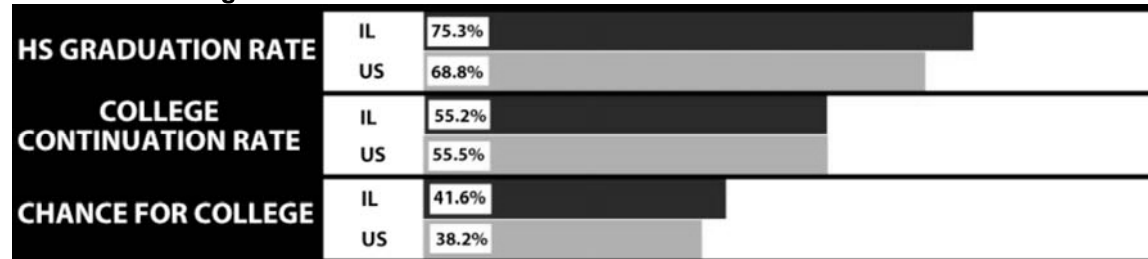
SOURCE: NCHEMS; calculated using data from U.S. Census Bureau.

NOTE: Figures may not equal 100 due to rounding.

### STUDENT PROGRESS TO AND THROUGH COLLEGE

Illinois currently stands above to the nation in the percentage of students completing high school, and is on par with the nation in the percentage of recent high school graduates going on to college.

#### Chance for College—2004



SOURCE: postsecondary.org

NOTE: College Continuation Rate measures the percentage of high school graduates that immediately enrolled in postsecondary education; Chance for College = HS Graduation Rate X College Continuation Rate.

Further along the educational pipeline, Illinois must increase the proportion of students completing two-year college programs. To be competitive with best-performing states – and nations – by 2025, Illinois must make further improvements in four-year college degree production, although it is currently one of the best-performing states in the nation.

#### Degrees Produced Per 100 Full-Time Equivalent Students Enrolled—2005



SOURCE: NCHEMS; calculated using data from U.S. Department of Education.

**Adding It Up: State Challenges for Increasing College Access and Success**, Produced by the National Center for Higher Education Management Systems and Jobs for the Future for the Making Opportunity Affordable project. For the full report: [www.makingopportunityaffordable.org](http://www.makingopportunityaffordable.org)



# Excerpts from Good Policy, Good Practice

Improving outcomes and productivity in higher education: A guide for policymakers



Authors L to R: Joni E. Finney, vice president, and Pat Callan, president, National Center for Public Policy and Higher Education; Dennis P. Jones, president, and Peter T. Ewell; vice president, National Center for Higher Education Management Systems

How can the U.S. participate and compete in the knowledge-based global economy? Doing so will require significant increases in the proportion of the population who have completed programs equipping them with college-level knowledge and skills.

Demographic and economic conditions of the early 21st century give urgency to this issue. The baby boomers, the largest and best-educated generation of Americans, will soon begin to leave the workforce in large numbers. Economic competitiveness and individual opportunity increasingly require a college-educated and trained workforce. Yet worst-case projections show that average education levels of the nation and of many states may actually decline over the next decade and a half. Other nations, our economic competitors for goods, jobs, and a high standard of living, are making impressive gains, and some now outperform the United States in many

important educational measures. For example, according to the Organization for Economic Cooperation and Development's most recent (2007) report, the United States now ranks tenth in the share of its 25 to 34 year old population that has completed high school, and tenth in the proportion holding a college degree.

For the country and for the states, responding to the global marketplace will require a "ratcheting up" of college access and completion at rates similar to what was accomplished in the four decades following World War II, when opportunities for education and training beyond high school were extended to unprecedented numbers of veterans and later to baby boomers.

Part I of *Good Policy, Good Practice* offers examples of strategies, programs, and practices that our research finds can raise educational productivity. Part II describes the levers that state policymakers

## Additional Education Reports of Interest

**Innovation America: Compact for Postsecondary Education to Improve Education**

The National Governors Association  
[www.nga.org](http://www.nga.org)

**Higher Education: National Imperative — State Responsibility**  
National Conference of State Legislators: October 2006

<http://www.ncsl.org/programs/educ/edu.htm>

**Change Magazine**

A summary of recent reports on higher education reform  
<http://www.carnegiefoundation.org/change/>

**A Test of Leadership**

Report on the Secretary's Commission on the Future of Higher Education  
<http://www.ed.gov/news/pressreleases/2006/09/09262006.html>

**Leaders and Laggards**

Grading states  
U.S. Chamber of Commerce  
<http://www.uschamber.com/icw/reportcard/>

can use, directly and indirectly, to influence improvements.

For the Full Report: [www.highereducation.org](http://www.highereducation.org).

## 1

## GLOBAL WORKFORCE WISDOM

**Building an infrastructure of retiree involvement**

Questions Retirees: "How can we connect with meaningful job and volunteer opportunities?"

Employers: "How can we find good workers?"

A recent American Council on Aging publication, *Framing New Terrain: Older Adults and Higher Education*, reported that "a majority of adults (age 55 to 79) plan to stay engaged in some form of work, community service, or learning activity. The question to higher education is, 'How are colleges and universities adapting their policies and practices to meet these potential postsecondary needs for one-fifth of our nation?'"

Daniel Yankelovich, in a November 2005 Chronicle of Higher Education article, describes trends for the future. He refers to the extra 40 years that people today will live in comparison to those in the 1900s. "Retirement — and especially early retirement — no longer means total withdrawal from work but rather an opportunity to find forms of fulfillment that one's job did not provide."

Illinois retirees represent a population that hasn't been duly recognized as a resource for education, the workforce and economic development, and most universities and community colleges don't have a plan on how to keep older citizens in the mainstream of campus, community, and work life. The following two articles describe the workforce wisdom of retirees and the importance of keeping them connected to higher education.

**In this Section**

Excerpts from *Framing New Terrain: Older Adults and Higher Education*, American Council on Education

**Aging is an Asset for the Workforce**

## Framing New Terrain: Older Adults and Higher Education



L to R: Susan Porter Robinson, Vice President, LifeLong Learning and Mary Beth Lakin, Associate Director for Special Projects, Center for LifeLong Learning, American Council on Education

### A New American Council on Education Report

Questions about the mission of postsecondary education and potential changes to its student population:

- Who makes up the older adult population?
- What are their lifelong learning motivations and needs?
- What brings older adults into college classrooms and what keeps them out?
- How should higher education reconfigure its policies and practices to broaden postsecondary access and success for older adults?

The nation is rapidly graying. Over the next 25 years, this inevitability will present numerous challenges—not only for the U.S. workforce, but for colleges and universities as well. By 2030, 20% of the U.S. population will be aged 65 and older (U.S. Census Bureau, 2005c) numbers that call for us to reframe our policies across many sectors, including workforce development, community service, and postsecondary education itself.

No longer will it be enough for higher education and other leaders to focus on the education of “new” workers, or even the continuing education of mid-life professionals.

*Framing New Terrain: Older Adults and Higher Education* begins to answer these questions and ask even more. It is the first report in *Reinvesting in the Third Age: Older Adults and Higher Education*, the American Council on Education’s

two-year research project generously funded by MetLife Foundation.

Through an extensive literature review, as well as discussions with leaders in higher education and other sectors, *Framing New Terrain* provides a profile of the country’s older adults, aged 55 to 79—the prime years during which people are actively choosing how they will spend the third age of their lives. The report also frames questions and issues that community colleges and four-year colleges and universities must consider to better meet the needs of a large and diverse cohort.

Our project begins at a time when there is plenty of attention focused on older adults, especially the baby boomer generation. In the media, as well as in business and academic circles, we find daily accounts of boomers starting their own

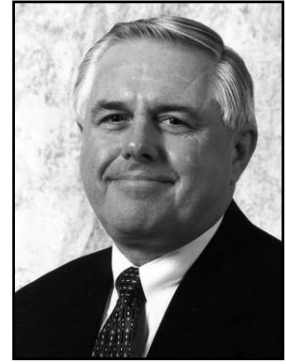
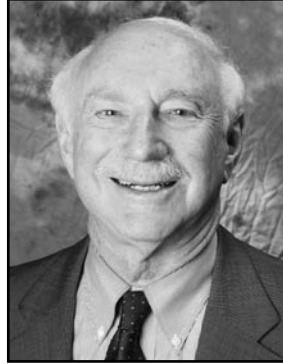
businesses, choosing new careers, or wanting to give back to their communities. This is certainly a different view from even a decade earlier, when reports on retirees frequently focused on declining health and decreased capabilities.

Yet this current view captures only one aspect of the new terrain. The image of an affluent, well-educated boomer, for example, represents but one part of one cohort in a much larger—and more varied—older population. Understanding these variations is critical to higher education’s continued effectiveness.

To that end, *Framing New Terrain* provides information and insights to help colleges and universities plan today for older adults’ increased engagement in postsecondary education. They may be grayer, but their desire to learn increasingly propels them our way.  
[www.acenet.edu](http://www.acenet.edu)

## Aging is an Asset for the Workforce

Aging is an Asset for the Workforce, the fourth forum in the series, looked at the future of the workforce in Illinois through four perspectives: the four generations in the workforce, employers and how they are facing shortages, retirement and retraining, and helping younger generations with academics and career advice.



Speakers for Aging is an Asset for the Workforce include L to R: Senator Edward Maloney, chair, Senate Higher Education Committee; Arthur Rothkopf, vice president, U.S. Chamber of Commerce; Marilyn Hennessy, president, Retirement Research Foundation, Michael Skarr, president and CEO, Naperville Chamber of Commerce

“People age 50+ want work and volunteer opportunities” reported Marilyn Hennessy, president of Retirement Research Foundation, quoting from a National Council on the Aging communique. “Voters aged 50+ no longer regard age 65 as the time to stop working.” Hennessy said that “An infrastructure should be put in place to share information and to help people understand the aging workforce. Mature workers and employers need to be at the table.”

Senator Ed. Maloney, chair of the higher education committee, said that the two greatest challenges for the aging workforce are to communicate the possibilities

for mature workers to retirees and employers and to create an awareness of the nature of the aging workforce. He said that we must also think seriously about the workforce ten years from now and improve the retention and graduation rates for higher education. Maloney reported on a pilot project underway to address retention rates by improving skills of high school students before they reach college.

In the keynote, Arthur Rothkopf, vice president of the U.S. Chamber said, “The United States in the 21st century faces unprecedented economic and social challenges, ranging from the forces of global

competition to the impending retirement of 77 million baby boomers. Succeeding in this new era will require our children to be prepared for the intellectual demands of the modern workplace and a far more complex society. Yet the evidence indicates that our country is not ready. Despite decades of reform efforts and many trillions of dollars in public investment, U.S. schools are not equipping our children with the skills and knowledge they — and the nation — so badly need. Last year the U.S. Chamber of Commerce graded all 50 states on their K-12 school systems in order to identify both leaders and laggards in the tough business

of school performance. Illinois received a grade of C.

Rothkopf recommended that employers plan ahead. Workforce organizations need to get the best practices from well-managed companies and gather data about loss of the mature workforce. Further, he said we need to collect stories of organizations who have been negatively impacted by the loss of institutional knowledge.

Michael Skarr, the meeting chair, a recent retiree from the Naperville Chamber of Commerce and former chair of the Illinois State Board Education, provided unique insights on how business and education should work together. He summarized the changing workforce and emphasized planning for the future.

### **Expanding the Perspective of Employers: Recruiting and Job Structuring**

Representatives of business, labor, education, and retirees discussed the role of employers in preparing a workforce for the future. Questions to be answered: Who are the employers that value retirees in their workforces? What methods of recruitment do these employers use? What are the jobs and work structure that allow retirees to ease in and out smoothly? What are some of the limitations employers have in accommodating retirees' preferences? "What additional skills or attitudes should retirees consider acquiring to meet the demands of today's workplace?"

### **Understanding the Four-Generation Workforce**

The workforce is constantly changing and presents different challenges for each of the four generations, because they come from specific times in history. Some of the questions asked in the discussion were, "What are the differences between generations and how can the workplace help them find common ground? How can we foster a greater understanding of the aging process since many clients will be older?"

Each generation must understand the other to ensure smooth working relationships. Training and ultimate understanding of other generations will maximize productivity of all workers and management.

### **Pre-retirement, New Careers, and Part-time Work**

Most older workers begin thinking about retirement long before it happens. What information and motivation do they need to direct their retirement to second careers, part-time employment, and continued involvement? How can the scenario for full-time leisure be changed to one of continued productivity and involvement?

The group suggested that new partnerships need to be developed to connect older workers with job and retirement opportunities. This can be accomplished through existing networks, such as local workforce boards, mature worker transition centers, and through retiree groups. Key is a central

point of information.

### **Career Paths, Career Savvy and Intergenerational Programs**

Retirees have many career and life skills that are beneficial to younger generations. How can retirees help students find career paths and develop good basic skills so needed in the workforce? Retirees have proven to be valuable mentors and tutors throughout the educational pipeline — from preschool children through university students. One question asked during the forum was "How can retirees help students find career paths and develop good basic skills so needed in the workforce?" The greatest challenge is to connect retirees with volunteer opportunities.

The planning committee for the forum included Diana Robinson, Center for Government, NIU; Michael Skarr and Jennie Gates, Naperville Chamber, Preston Morgan, Illinois Community College Board; Mary Beth Marshall, DuPage Workforce Board; Nina Menis, Naperville District 203; Russ Marineau, HURRAH Intergenerational Program; Peggy Luce, Chicagoland Chamber of Commerce; Deborah Walker Johnson, National Able, and Jane Angelis, SIU Carbondale.

The meeting was hosted by Naperville Chamber of Commerce, District 203, Center for Government, NIU, and SIU Carbondale.

For the full report and policy paper: [www.siu.edu/offices/iii](http://www.siu.edu/offices/iii) (available after 2/15/08)



Michael Skarr describes what work means to men. L to R: Pat Fera, Will County Investment Board. Tom Laue, editor, LifeTimes, BlueCross Blue Shield; Peggy Luce, vice President, Chicagoland Chamber of Commerce; Jennifer Frazier, Two Rivers Head Start Agency; Michale Skarr, president and CEO, Naperville Chamber of Commerce; Arthur Rothkopf, vice-president, U.S. Chamber of Commerce and Anne Edmunds, Manpower. Not pictured: Facilitator: Debra Fulmer, Manpower, Naperville and Dolores Solomon Chagin, BP America, Inc.



Nancy Chen discusses the plight of older women seeking jobs. L to R: John Hosteny, Illinois director, Corporation for National Service, Nancy Chen, director, Women's Bureau, U.S. Dept. of Labor; Heather Sobacki, Elmhurst College student, and Preston Morgan, Workforce Development, Illinois Community College Board; Not pictured: Facilitator: Diana Robinson, Center for Government, and Recorder: Lynn Deegan, NIU-Naperville, Cheryl Lockwood, Northeast IL AAA; Maria Malayter, Center for Creative Aging, National Louis University; Kim Mansker, Human Resources, Staples; Dennis Radek, The Synergy Companies; and Janet Rand, Workforce Board, College of DuPage



Robin Stearnes makes a point about the challenges of recruiting retirees. L to R: Bill Clancy, Literacy Volunteer, Waubensee College; Jim O'Donnell, HURRAH Volunteer; Robin Stearnes, director, VOICES, DeKalb School District and president of the Stearnes Group, and Russ Marineau. Chair of HURRAH (the district 203 inter-generational Program). Not pictured: Facilitator: Nina Menis, District 203, Naperville, and Roger Hart, BIZ Benefits and Ins. Services, Inc.



Jerry Carducci describes a four-generation workforce. L to R: Senator Ed Maloney, chair, Higher Education Committee; Marilyn Hennessy, president, Retirement Research Foundation; Laura Kennedy, Age Lessons; and Jerry Carducci, Age Lessons. Not pictured: Facilitator: Vicki Cook, University of Illinois at Springfield; and Recorder: Mary Beth Marshall, executive director, DuPage Workforce Board, Cleota Porter, Northside Workforce Center, Chicago; Bennetta Stearnes, NIU Annuitants Association.

# National Leaders Find Opportunities



Senator Edward Kennedy, Chair  
U.S. Senate Committee on Health,  
Education, Labor, and Pensions

"Extraordinary opportunities are available today for senior citizens not only to stay involved in their communities but help improve them, especially in education. Programs exist that enable this new generation

of older Americans to draw on their experience, knowledge and skills to support students. They can serve as role models, teachers or mentors for young students, and keep them on track to a successful future. At this point in our history where the needs of so many schools are so urgent, older Americans are an incredible resource and communities know it."

Senator Barack Obama  
U.S. Senator from Illinois  
U.S. Presidential Candidate



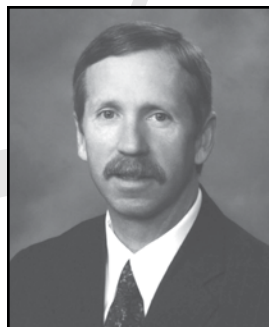
"Retirees and other experienced and skilled Americans have abilities and knowledge to share, and can play an important role in guiding students on the path to success. I have proposed a Classroom Corps program that will help underserved schools team up with retired Americans, and other experienced community members, who could assist with curriculum development, mentoring, and other educational support. I applaud all those who decide to reach across the generations and devote their time to make a difference in the lives of America's youth."



Dennis Jones, President,  
National Center for Higher  
Education Management Systems

"Retirees bring experience that connects academics to the real world. One of the disconnects in higher education is that we tend to teach in such abstraction that students don't understand the relevance and turn off to learning. When a retiree says, 'Let

me show you how I used this in my career,' students have a better understanding of why education is important. Just having retirees present to encourage and help students be accountable is beneficial to higher education."



Roger Sampson, President  
Education Commission of the  
States

"Retirees are a tremendous asset for higher education and the workforce. They model the soft skills or work habits that are often missing in younger generations. Retirees have had experience in working effectively with peers, building teams, and building and sustaining relationships. I value the great ability of senior citizens for improving statesmanship around the globe."



Donna Butts, executive director  
Generations United

"Older and younger generations are at their best when working together. Public policy is at its best when it recognizes the strengths and addresses the needs young and old."

Joni Finney, Vice President,  
National Center for Public Policy in  
Higher Education



"Educated retirees will have an opportunity to continue in the workforce as the demand for them will exceed the supply in business and non-profits. Retirees can use their talents and experience in education and social work where we will definitely need more people."

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# for Education in an Aging World



Laura A. Robbins  
Program Executive and Head  
U.S. Program on Aging  
The Atlantic Philanthropies

"A majority of the soon to be 77 million older adults envision themselves 'working in retirement,' by which they mean not simply being employed, but doing something that contrib-

utes to the quality of life of their communities. To accomplish their laudable ambition, these older adults are looking for places to go to assess their talents, interests and skills, to gain training, and to connect with employment opportunities. Since community colleges are experienced in serving these vital roles, they are uniquely suited to fulfill this need for a generation hoping to pursue a meaningful encore career. We at The Atlantic Philanthropies are delighted to be partnering with the American Association of Community Colleges in its effort, under the auspices of its Plus 50 Initiative, to provide opportunities for older adults around the nation to continue to live purposeful and fulfilling lives, while strengthening their communities."



Reg Weaver, President,  
National Education Association

"With age comes experience and wisdom. For educators, these are key tools for helping children exceed at the basics --reading and math --and develop the imagination and creativity that can lead to innovative ideas for the future. At the National

Education Association, we understand the influence a retired educator can have by mentoring a new or student teacher. We encourage these relationships through the NEA-Retired Intergenerational Mentoring program. Our retirees provide the support, guidance and advice needed to help less experienced teachers become effective in the classroom. We can't afford to let this knowledge go to waste."



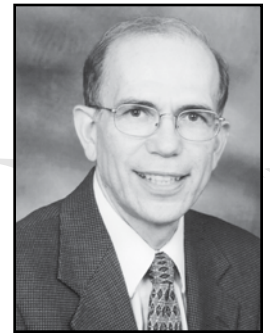
Senator Lamar Alexander  
U.S. Senator from Tennessee  
U.S. Secretary of Education from  
1991-1993 and Former President of  
the University of Tennessee

"When new teachers enter our education system it's helpful for them to have a guiding hand - that's why there has been more emphasis on pairing new teachers with men-

tors. This helps teachers learn from each other and aids in teacher retention. It seems fitting to expand this concept by involving more retired teachers and other retirees in the process of mentoring both teachers and students. There is no better way to prepare for the future than by better understanding our past, and retirees are living windows into our recent history, who are often eager to share from their wealth of experiences."

George Boggs  
CEO, American Association of  
Community Colleges

"There is significant potential for older adults to contribute to the education of the younger generation. I think there will be expanding opportunities in the future for older adults to work full- or part-time or to volunteer in school or college libraries, to tutor students, to assist teachers, or even to teach or counsel. The life experiences they have will be a great benefit in their interactions with the younger generation."



Community colleges have always encouraged people of all ages to enroll in classes, but I think the older adult market will become increasingly important to higher education, community colleges in particular because of their adaptability and policies that accommodate part-time students. Future retirees will likely want to remain active, and that will probably mean that they will have to learn new skills that can be applied to 'encore' careers, volunteer activities, or hobbies. The most effective way to learn these new skills will be provided by community colleges."

## 2 Academic Engagement and Leadership across Generations

### **Patching the leaky pipeline**

Question Tapping the potential of individuals to improve education: Illinoisans of all ages ask “Can we help?”

Nancy Morrow-Howell, the co-editor of a special issue of *Generations*, the Journal of the American Society on Aging compares volunteering for younger and older generations: “The youth service movement is about the building of capacity, personal development of young people for citizenship and the workplace. In contrast, the civic engagement of older adults is about the utilization of capacity.” Capacity of younger and older generations is the basis for academic engagement and leadership in Illinois, particularly for patching the leaky pipeline.

“All states must strengthen their postsecondary pipelines to be internationally competitive, meet emerging workforce needs, and promote special mobility and equity of opportunity.” (*Adding It Up*). The pipeline for educational success begins with early learning and continues throughout the lifespan. Retirees have demonstrated their ability to take the putty, seal the leak, and thus make an impact. The new direction of academic engagement and leadership came to life during the Senate Forums on Intergenerational Leadership. College students and retirees experienced democracy during a day in the Senate as they discussed problems in Illinois and how they can address them. One of the exemplary projects was reported by Alan Baharlou at Eastern Illinois University.

### **In This Section**

**Intergenerational Exchanges between Retirees and First-Year Students**

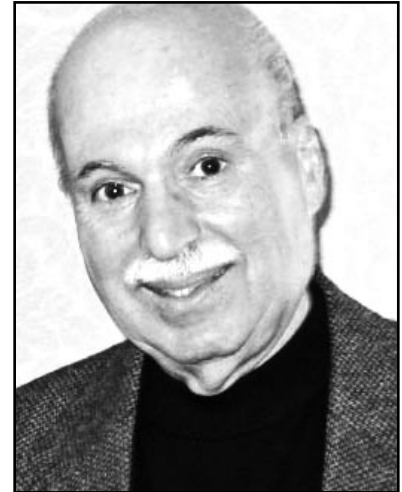
**Health in Partnership: Chicago State University Community Volunteers**

**Real or Fake It’s all the Same to These Foster Grandparents**

**Intergenerational Programs in Community Colleges**

## Intergenerational Exchanges between Retirees and First-Year Students

by Alan Baharlou



Alan Baharlou, emeritus,  
Eastern Illinois University and  
member, EIU Annuitants Association

A committee composed of Eastern Illinois University (EIU) faculty, administrators, and staff decided to initiate a program to share with incoming freshmen the challenges, opportunities, and rewards of higher education. The committee selected the book, *A Hope in the Unseen* by Ron Suskind. The book chronicles the life of an African American teenager, Cedric Jennings who grew up in a crime-infested Washington D.C. neighborhood but succeeded to attend an Ivy League university.

He experienced discouraging and difficult years in grade school, high

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*The informal exchanges  
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intergenerational  
experiences I have  
witnessed.*

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school, and in his neighborhood but still graduated with a 4 point average. He was then accepted to Brown University and graduated with a sociology degree.

Each of the EIU incoming freshmen received a copy of the book during Summer 07 to read and answer seven questions related to the book's theme. Sixty of our faculty, administrators (including president and academic vice president), and staff facilitated the discussion circles. Each circle included a mixed group of 25-30 freshmen and was assisted by a senior student who participated in all of the discussions. The groups met 3 days before the start of fall semester to exchange their experiences and expectations of higher education.

The students were very attentive and openly expressed their expectations and apprehensions in starting their higher education journey. The facilitators also shared their higher education experiences, constraints, and challenges and the ways they sought to resolve them.

Cedric Jennings visited the university in the fall to share his

experiences with the campus community. His presentation to our students, particularly freshmen was the climax of "Eastern Reads" program. Jennings told the audience that he was at Eastern Illinois University to share his experiences and not to preach to them. He said that throughout his school years until he graduated from the university, he encountered every conceivable challenge and constraint that could have stopped and discouraged him. He reminded the audience that he was born in a very poor family in a Washington D.C. ghetto. His father was in and out of jail all his life and never was around. His mother worked for minimum wage and they lived in a two-room apartment. He was ridiculed in school when he made good grades. He witnessed drug dealing, fighting and even murder. He said he felt discrimination at every stage of his life continuing to present time.



In spite of these experiences, he continued his academic pursuits rigorously. Along the way he came across many compassionate people who helped him because they realized he was doing his best with limited resources and opportunity. "When you treat people well and are nice to them you bring their best reaction."

□

Jennings told students that because you are here, each of you has faced some of the same challenges and have overcome them. "I do not think any of you have faced all that I have." He shared a lot of his college experiences that could have discouraged many and he gave many examples.

□

Cedric was very upbeat, positive, humorous, complimentary of his mother and proud of his accomplishments. □ He was interrupted several times with applause from the 1000 students in Lantz Hall, and a lengthy standing ovation. He stayed around for a long time signing his books and answering students' questions. It was a very uplifting talk, one of the best examples of older and younger generations connecting.

For the remaining part of the semester, the discussion circles continued meeting several times to exchange ideas as they experience the first year in higher education. The informal exchanges between those who will start the journey

of higher education and those who have successfully completed it was one of the most effective intergenerational experiences I have witnessed. The reactions from both students and facilitators confirmed this conclusion.

For me, as one of the facilitators, the exchanges were very rewarding. As I listened to our young students' hopes, expectations, and apprehensions, I remembered how I felt many of the same constraints at their age. In my case, I traveled across the globe from one culture to a very contrasting culture, struggled to study and perform in a new language at the graduate level and later succeeded in receiving a Ph.D. from one of the most advanced countries in the world.

At the conclusion of the discussion groups, students remained talking to each other and facilitators, asking follow up questions of the issues that were discussed. All of our observations indicate that the participants in these discussion groups will result in friendships that will most likely last as a cohesive support group for a long time.

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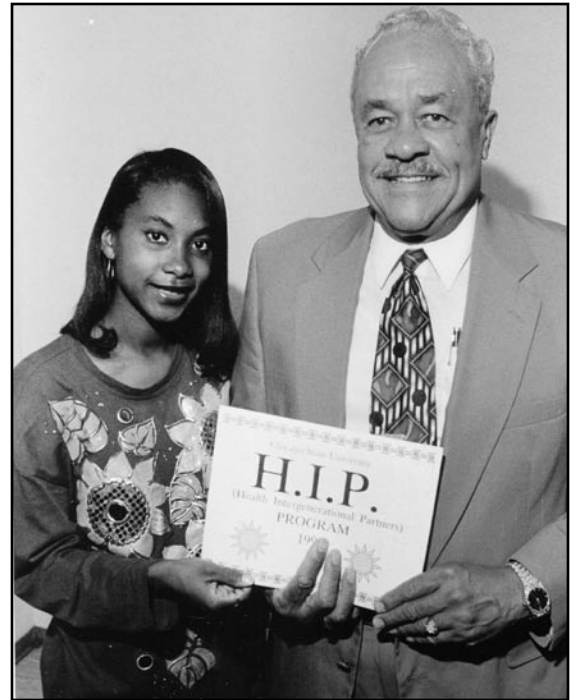
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## Health Intergenerational Partners

Chicago State University Community Volunteers are energetic supporters of the campus and the community. One of their projects was a health partnership between students and retirees.

Health habits among college students are often abysmal according to a campus survey at Chicago State University. Students are at risk for a variety of problems, such as hypertension, diabetes, eating disorders, and other diseases that can be prevented. Health is also a prime concern of older adults. A solution was found in the Health Intergenerational Partners (HIP).

Dorlisa Bethany, a nursing student, and Clifton Charles, a member of the Community Volunteers, developed a contract that helped Bethany eat more healthful foods and limit chips and fast food. Mr. Charles needed a good exercise regime. During the spring semester they met each week, encouraged each other, and talked about health promotion. Mr. Charles said; "It's so much easier when you have a health partner."



Dorlisa Bethany, CSU student and Clifton Charles, a CSU Community Volunteer

## Real or fake, it's all relative for these foster grandparents

By Phyllis Coulter

Excerpts from an article published in the *Pantagraph*, Sunday, November 18, 2007

LINCOLN -- When teacher Amy Miller got a new job at Jefferson Elementary School in Lincoln, she asked to take her grandma with her. Grandma -- aka Phyllis Webster of Lincoln -- was glad she did. The third-grade teacher and Webster aren't actually related, but they have worked together for four years.

The widow said she got tired of being alone every day and she enjoys the opportunity to be with children instead. She especially likes to see their expressions when they learn something new. Of the 62 people, in the program, the oldest is 85 years old, eight are men and one member has served in the program more than 22 years. Webster, 73, often goes beyond the call of duty. She once noticed, for example, that children had nowhere to put their gym shoes. She sewed a denim bag trimmed with colorful fabric for each of the 16 students in the class. The bags, some bulging with things children stuff in them, hang from their chairs. "I like everything about working with the kids," said Webster. "I learn something new every day."

Nancy Rosenbery, principal of Jefferson and Northwest elementary schools in Lincoln, praised the program. "They (the foster grandparents) bring a lot of love and extra attention," she said. "They're so caring and wonderful," she said.



Pantagraph Photo/STEVE SMEDLEY

#### A Foster Grandparent in action at Jefferson Elementary School in Lincoln

Jefferson Second-grade teacher Cathy Cosby said that when her classroom grandma, Helen Leesman, 77, is not there, the kids really miss her. They immediately ask, "Where's Grandma?" Leesman, who started eight years ago, said she much prefers it to daytime television or playing cards, which some of her friends do. "I love being with the kids," she said. "Sometimes they need a little hug." "Sometimes the children need someone to listen," she said.

"I really think it helps the kids," Leesman said of the program, adding "Teachers can use all the help they can get," especially those with larger classes. Next door, "Grandma Cutie," aka Judi Klopp, 62, of Lincoln, helped first grade youngsters create Thanksgiving turkeys from colorful paper. "She shows us what to do," said Dawson Ferguson, 6, of Lincoln.

"I retired and didn't have enough to do," said Klopp, who previously worked for Lincoln Development Center. With six weeks on the job, she is one of the newest classroom grandparents. "I look forward to it every day," she said. "Grandpa Bill" Rhodes who helps 3-, 4-, and 5-year-olds dish out their lunches at Lincoln's Head Start program on the other side of town, said his son had a classroom grandparent. "It's my way of giving back to the community for what they gave me," said Rhodes, 64, whose son is now 8 years old. "It keeps you young," he said of helping the kids. "More men should come to do this job."

[www.pantagraph.com/articles/2007/11/18/news/doc4740d167947ed085604152.txt](http://www.pantagraph.com/articles/2007/11/18/news/doc4740d167947ed085604152.txt)



## Intergenerational Programs in Community Colleges

The Senior Corps Programs of the Corporation for National and Community Service include Foster Grandparents, which connects volunteers age 60 and over with children and young people with exceptional needs. The Senior Companion Program brings together volunteers age 60 and over with adults in their community who have difficulty with the simple tasks of day-to-day living.

RSVP offers "one stop shopping" for all volunteers 55 and over who want to find challenging, rewarding, and significant service opportunities in their local communities. More than 18,000 seniors in Illinois contribute their time and talents in one of these three Senior Corps programs as one-on-one as tutors and mentors, companions, and in a variety of community projects.

John Hosteny, director of the Illinois office of the Corporation for National and Community Service says that five Retired and Senior Volunteer Programs (RSVP) are located in community colleges: Highland in Freeport; John Wood, in Quincy; Galesburg in Carthage; Southwestern in Belleville; and Triton in River Grove. [www.seniorcorps.gov](http://www.seniorcorps.gov)

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# 3 Intergenerational Public Policy

**Developing policy that meets the needs of all ages through the resources of all generations**

Question "Let's talk. Let's listen. Can we work together?"

According to the National Conference of State Legislatures, "the demand for higher education in the 21st Century will be far different than it was 20 or even 10 years ago. In fact, the world of higher education already is rapidly changing and, in many instances, state policy has not kept pace. The report, *Transforming Higher Education: National Imperative—State Responsibility* sends challenges to states. "Legislators have a responsibility to their states and their citizens to lead a statewide movement for reform."

In Illinois, a strategic planning process will soon begin called A Public Agenda for Illinois Higher Education: Planning for College and Career Success. A task force will be named to work with the Illinois Board of Higher Education in cooperation with the National Center for Higher Education Management Systems. Another planning effort is a partnership with higher education, aging, and community organizations that will address the future of an aging society and success for students. The Illinois Senate and House have prepared a joint resolution called Livable Communities for All Ages: Preparing for an Aging Society.

The citizens of Illinois want more involvement in policy development and more collaborative action from education and legislative leaders. Planning for higher education and livable communities presents an opportunity to take on the challenges of education and aging, and to find benefits for both. Higher education and aging may seem unlikely partners but these are innovative compacts for the future and outside the box thinking.

## **In This Section**

**Aging is an Asset for Communities**

**Recommendations on Partnerships with Higher Education and Aging**

## Aging is an Asset for Communities

Education and Aging are joining resources to plan for the aging of Illinois and find the opportunities for education. What will it mean to live in a community where 1 out of 4 is over 60?



L to R: Michael O'Donnell, executive director, East Central Illinois Area Agency on Aging; Charles Johnson, director, Illinois Department on Aging, Senator Ed Maloney, chair, Higher Education Committee; and Jane Angelis, director, Intergenerational Initiative, SIU Carbondale

With leadership from Senator Ed Maloney, Higher Education Committee, Charles Johnson, director of the Illinois Department on Aging, Michael O'Donnell, representing Area Agencies on Aging, and Jane Angelis, Intergenerational Initiative, SIUC, Aging is an Asset for Communities was convened.

On June 12, 2007, a group of educators, policymakers, retirees and members of the press, came together in Springfield to discuss four aspects of communities: housing, transportation, mental health and health promotion and to explore the opportunities for education and the media.

The meeting was based on a study by the National Association of Area Agencies on Aging called *A Blueprint for Action: Developing a Livable Community for All Ages*. They found that 46% of American communities have already started planning for aging, and many communities have elder-friendly programs in place. However, there is much more to be done.

The Aging is an Asset for Communities featured several focus groups to discuss the ramifications of life in an aging

society. In Illinois, the Department on Aging in cooperation with local Area Agencies on Aging, has started a process to discover the meaning of an aging world. Their project is called Liveable Communities for All Ages and will assess the preparedness of communities for the future when 1 out of 4 will be over the age of 60.

While assessing the communities, it is an ideal time to brainstorm about how education can be involved and strengthened as a result. Universities and community colleges can convene brainstorming sessions and provide leadership for innovative solutions to the challenges of housing, transportation, and health. Shining light on the community can also bring the resources of all ages out of the shadows. Too often we ignore the potential contributions in our students, elders, and disabled. If we are to build strong communities,

all generations, races, and cultures must work together to address the needs of our aging population and the educational system.

### Housing

Laboure House is a model for the spirit of community for the future. Laboure House is an intergenerational living arrangement with DePaul University students and older Chicagoans and a successful partnership between higher education and retirees. Gene Janowski, a resident says, "The joy is in all the wonderful things we share; not just the meals and watching TV, but our discussions about important issues of the day. With such diverse ages and backgrounds, our discussions become lively and sometimes animated. One might conclude that living in a senior environment would be boring. On the contrary,





**Laboure House is an intergenerational community that brings together DePaul University students and older adults for a meal and to share the events of the day.**

every day there are challenges. Opinions are shared. When one resident develops a health issue, the whole household rallies around that person. When someone succeeds, the household celebrates."

### **Transportation**

Transportation provides the vital link between home and a community designed for all ages. It connects individuals to the places where they can fulfill their basic needs — the grocery store for food, medical facilities for health care, the worksite for employment, friends' and families' homes, recreational sites for social interaction, and houses of worship for spiritual needs. According to Linda W. Podeschi, Illinois Public Transportation Association; "Lack of transportation impacts older people: More than 50% of non-drivers age 65 and older stay home on any given day partially because they lack transportation options." (Aging Americans: Stranded without Options).

The needs and expectations for housing change with age. A livable community provides a range of housing types that reflect universal design, that is, they are accessible to everyone.

### **Mental Health**

In *Successful Aging*, Rowe and Kahn wrote, "When older men and women are asked about their hopes and aspirations, they name their primary goal — to remain independent and continue to take care of themselves. Similarly, when they are asked about their greatest worries, they stress fear of becoming dependent on others. Loss of either physical or mental function is a major threat to independence, and almost all older people have relatives or friends who have, however, become dependent because of such deficits."

### **Health Promotion**

When you sum up the powerful effects of moderate exercise on the

health of older people, it is hard to imagine why we aren't all out there working up a sweat. Fitness boosts strength. In 2002, the top three causes of death for U.S. adults aged 65 or older were heart disease, cancer, and stroke, three killers that are often preventable and three behaviors were the root causes of nearly 35% of U.S. deaths in 2000: smoking, poor diet, and physical inactivity. Daisy Hack, a Senior



Decatur Herald & Review Photo from ECIAAA

**Daisy Hack is an exercise leader in the Strong for Life program.**



David Bennett, executive director of the Illinois Press Association, and colleagues, Linda Dawson, Illinois Association of School Boards, Kim Villanueva, Illinois Community College Trustees Association; and Tom Laue, LifeTimes, BlueCross Blue Shield provided examples of how to get the message out.

Companion in Decatur, must have read the quote above. She is a volunteer coach for the Strong for Life program, helping older adults build and maintain their physical strength at home. Using elastic bands and stretching exercises she leads senior citizens in 15 minutes of exercise several times a week. Some have improved their activity. One woman was in a wheel chair and with the exercises advanced to a walker and is now able to walk the halls by using the handrails. Another had pains in her arms, but with exercise it went away. The Senior Companion Program provides for visiting homebound elders and is housed at CHELP (Community Environmental Learning Project, Decatur).

## Media

Last the media is important to the communicate the need for planning throughout Illinois. Dave Bennett and his colleagues gave participants examples of the best way to prepare the message and reach newspapers. Bennett called the strategy, "How to get into newspapers without committing a crime. He suggested five steps:

- Decide what kind of coverage you want.
- Find a news "angle" to your story
- Determine which news outlets to use
- Be prepared for tough questions
- Get to know your local news people.

## Participants in the June 12 Aging is an Asset Forum

Aging is an Asset for Communities was held at the Illinois Education Association Professional Development Center in Springfield. Speakers: Charles Johnson, director, Illinois Department on Aging, Senator Ed Maloney, chair, Senate Higher Education Committee (by phone); Dave Bennett, Illinois Press Association, Linda Dawson, Illinois Association of School Board; Kim Villanueva, Illinois Community College Trustees Association; Thomas Laue, Life Times.

Facilitators and Planning Committee Members: Dr. Anthony Traxler, Southern Illinois University at Edwardsville; Michael O'Donnell, East Central Illinois Area Agency on Aging, Inc.; Jim Anderson, University of Illinois at Urbana-Champaign, Charlotte Kauffman, Division of Mental Health; Jane Kessler, Illinois Department of Public Health; ; Carolyn A. Peck, University of Illinois-Springfield; Louis Edelson, Illinois Housing Development Authority; and Bert Weber, Illinois Department on Aging.

Participants: Andrea Berryman, Illinois Community College Board; Linda L. Brookhart, State Universities Annuitants Association; Meredith Byers, Illinois Education Association; Kyusuk Chung, Governor's State University; Rick Conner, Secretary of State's Office; Jerry Crabtree, Township Officials of Illinois; Cindy Deiters, Illinois Association of Park Districts; Marcia Duhm, Black Hawk College; Jana Edge, Illinois State University; Jim Forstall, Educational Consultant; Carla Gosney, John Wood Community College; Amy Griswold, University of Illinois Extension; Julie Hubbard, Area Agency on Aging; Pearle Jeffries, Senior Professionals; Lucia West Jones, Northeastern Illinois Area Agency on Aging; Melissa Roth, Secretary of State's Office; Joe Schatteman, Illinois Municipal League; Cammy Sequin, University of Illinois Extension; Janice M. Stille, Western Illinois Area Agency on Aging; Dr. E. Wesley Tower, Millikin University; Peggy Troyer, AgeOptions, Inc; Judy Vanblaricum, Southeastern Illinois Area Agency on Aging; and Linda Walcher, NEA Intergenerational Mentoring Trainer.



The Aging is an Asset for Communities featured several focus groups to discuss the ramifications of life in an aging society. In Illinois, the Department on Aging in cooperation with local Area Agencies on Aging, has started a process to discover the meaning of an aging world. Their project is called Liveable Communities for All Ages and will assess the preparedness of communities for the future in an aging society. L to R: Joe Schatteman, Illinois Municipal League, Jerry Crabtree, Township Officials of Illinois; Linda Dawson, Illinois Association of School Boards, and Jim Forstall, retiree, Illinois Board of Higher Education, discuss universal design, a concept that makes houses accessible to all.

## Recommendations on Partnerships with Higher Education and Aging

### Develop age-friendly communities

Education should be a key partner in developing age-friendly communities and at the same time enriching the curriculum with the experience and wisdom of older adults.

### Communicate and Publicize

Aging and educational leaders in communities, regions, and the state should meet to discuss the future and how they can share their needs and resources. The media has a critical role to play in the publicity of the process and how ordinary citizens can be involved.

### Establish Connectivity

Universities and community colleges can help social service agencies provide connectivity and information systems for their region that will assist residents with access to the information they need.

### Aging and Education

Education and aging organizations must develop closer connections for their mutual benefit and that of local communities. Align the needs and opportunities of aging in Illinois and with those of education.

### Geriatric Training

Perhaps one of the most important tasks and opportunities for higher education is to train geriatric specialists in all disciplines, nurses, doctors, technicians — in reality, all health care providers — because an increasing number of their clients will be 65 and older.

# 4

## The Economic Market of Older Learners

Welcoming older adults to campuses and communities

Question “Can higher education include retirees as part of campus life and in goals for the future?”

In *Ferment and Change: Higher Education in 2015*, Daniel Yankelovich wrote “Colleges have a strong economic incentive to be more creative over the next decade in involving older adults with more-suitable materials and more-convenient timetables. If they don’t seize the opportunity, they risk losing a significant new source of revenues.”

“Moreover, the opportunities for higher education are not merely financial; they engage its deepest values.” Yankelovich continued, “Potentially, the existence of millions of well-heeled and eager older Americans who hunger for the illumination that they believe higher education holds for them is like manna from heaven.”

The growing importance of the elder population to education is underscored by the American Association of Community Colleges \$3.2 million grant from The Atlantic Philanthropies, which will be used to create or expand programs for 50-plus learners. Laura Robbins, programme executive for Atlantic’s U.S. Ageing Programme, says “Our foundation focuses on bringing lasting improvements to people’s lives, so we’re proud to support community colleges, which already have a strong track record in responding to the educational needs of Americans over 50.” Whether they’re embarking on new careers, discovering new talents and interests or finding new ways to support their communities, these individuals are turning to community colleges as the first step.”

### In This Section

**Lifelong: A Coalition of Older Learner Programs**

**Education Never Stops: Marion Wilke, Rock Valley College**

**Intergenerational Cross Fertilization of Ideas: Marie Samuel, SIU Carbondale**

**A Lust for Learning: Nat Spain, Elgin Community College**

**College of DuPage Celebrates 21st Anniversary of the Older Adult Institute**

**Presidential Support for Older Learner Programs**

## LIFELONG: A Coalition of Older Learner Programs in Illinois

Older learner programs throughout the state are doing an excellent job of connecting retirees with higher education. In Illinois, 38 universities and community colleges are members of Lifelong, a coalition of older learner program directors. Lifelong, a statewide coalition, was founded by the Illinois Community College Board (ICCB) and the Intergenerational Initiative in 1991, in recognition of the growing importance of the older population. In 1995, universities joined the coalition. Lifelong supports new programs for older learners, shares information about successful courses, and conducts research about the educational behaviors of older adults.

Current officers are Anita Revelle, Senior Professionals, Illinois State University, chair; Margaret Plaskas, Institute for Learning in Retirement, Waubesa College; vice-chair; Representing the North: Mike Shore, Senior College and RSVP, Highland Community College; Representing Central Illinois: John Allen, Academy of Lifelong Learning, Lincoln Land Community College; Representing the South: Lana Campbell, director, Southern Illinois Learning in Retirement, SIU Carbondale; At Large Members: Maria Malayter, Center for Creative Aging; National Louis University; Sponsors are Preston Morgan, ICCB, Rick Pearce, the Illinois Board of Higher Education, and Jane Angelis, the Intergenerational Initiative, SIU Carbondale.

## Education Never Stops



**Marion F. Wilke,**  
Center for Learning  
in Retirement

### Lifelong learning - what a blessing!

For everyone, learning starts in pre-school and goes on to elementary and high school. For many, it means college or university studies after that, exposing the student to even more exciting ways to live one's life.

For me, it meant preparing for a career in journalism, which in itself is a learning experience. One learns from every interview one conducts, every meeting one reports, every concert or theatrical performance one attends. There is always some new information to be processed and assessed.

After several years on the job, I pursued and won a master's degree from Rockford College, further enhancing my desire to learn. Now, after retiring, I have had the privilege of joining 1,900 others in holding annual membership in the Center for Learning in Retirement (CLR) at Rock Valley College. My membership entitles me to take classes or trips of my choosing, for a nominal fee.

Let me tell you about my favorite classes.

1. "What in the World is Going On" explores current events. My classmates come from various walks of life and therefore represent many opinions, some different than my own. Discussion is lively and prompted by Ben Healy, retired attorney.

2. In “Writing for Pleasure,” coached by author Ray Paul, students read their writings for critiquing by others in the class. It’s a growing experience for participants - and it also forces writers to produce something every week.

3. “Bonhoeffer in the 21<sup>st</sup> Century,” a class which, as a member of the curriculum committee, I have the privilege of facilitating. Bonhoeffer was a Christian theologian who was killed by the Nazis in 1945, but his writings still have impact today.

Those are my favorites, but there are more than 120 others offered this semester. From computer knowledge to knitting to a personally-designed fitness program, it’s all at the Center for Learning in Retirement.

A word about the trips: Most are day trips to nearby communities including lunch and two carefully designed activities. If the Milwaukee Art Museum or the Chicago Art Institute are your cup of tea, or you prefer visiting a grist mill, you can do so through this lifelong learning program.

In addition to CLR, Rock Valley offers a lecture series, a world-class Starlight Theater, continuing education programs, concerts and other activities for the community. It’s a college that attracts many more than those pursuing academic degrees, and its impact on the community and the future is powerful.



## **Intergenerational Cross-Fertilization of Ideas**

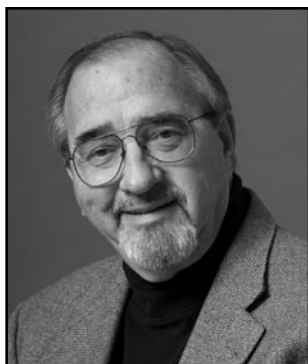
**by Marie Samuel, retiree and member of  
Southern Illinois Learning in Retirement, SIU Carbondale**

Before retiring from the public school system as a traveling art teacher. I enjoyed having a night class comprised of adults and teachers who came to my high school art room for studio classes. I have always felt that adults could benefit from the creative energy of youth and younger folks can learn from the craftsmanship and patience of older artists. All of us can learn from the efforts of late bloomers such as Grandma Moses and those in other fields as well. If there is a universal language that can cross barriers of language, culture, age, gender and other situations; it is the arts.

Many educators now find a way to involve their students in teamwork and creative problem solving within a group. This is especially true at the college level. It facilitates tolerance for those with differences of opinion and helps us see a problem from other perspectives.

These skills are especially important in our crowded and diverse world. Meeting and working with a diverse population while learning seems to facilitate the development of essential life-long skills for workplace and personal success in getting along with others. The intergenerational cross-fertilization of ideas and life experiences enriches society and offers a better quality of life for all generations.

# A Lifelong Lust for Learning



**Nate Spain,**  
Elgin Community College  
student and resident of  
Carpentersville, IL

From age 5 when my mother enrolled me in first grade at a two-room country school in Platte County, Missouri, until I graduated from the University of Hawaii in June 1963, my primary focus was to obtain a formal education. Looking back from my perspective of 67 years on this globe, I can say, at the risk of engaging in hyperbole, those years devoted to education have meant everything in my life.

This achievement opened the door to three distinct careers over the past 45 years: trust banking in Los Angeles and Chicago; real estate development in California, Illinois and Indiana; and 25 years as owner and operator of a successful executive search boutique. However, if I've left the impression my achievement of a formal education was motivated solely by a desire to be successful in business, I wish to dispel that perception. I have always loved learning for the pure joy of it.

I believe I share this lust for learning with most of my generation that grew up in blue collar homes. Few of us brag about the many classes we skipped in college. This frivolity belonged to the children of the leisure class. We were thrilled to be able to sit at the feet of great professors, while at the same time interact with our peers as we shared and discussed the fabulous knowledge we ingested. These yeasty college days of the 1950s and 1960s, when our thirst for learning seemed unquenchable, now belongs to the ages.

For many of us, the lust for learning has not abated with age. So what institution best addresses my generation's desire for continued education? Could it be an institution like Northwestern University or The University of Chicago, those great seats of learning my daughter and son were fortunate to attend? Perhaps, if we have the resources and time to travel all the way to Evanston and Hyde Park from the Fox Valley. For me, this has not been necessary. I returned to higher education after 45 years of career success to slake my thirst for learning at Elgin Community College. I found my Socrates and Plato. After leaving history lectures by professor Robert Harmon and instructor Timothy Malone, I feel alive and energized!

If higher education in Illinois and elsewhere can continue to address the lust for learning, which many of my generation possess, then community colleges and universities will never cease to be vital centers of learning and enlightenment for members of my generation who desire to do more than fish and golf.

## College of Dupage Celebrates 21st Anniversary of the Older Adult Institute



In 1986, Margie Hamilton was asked to coordinate a new program for older learners. It was a temporary job. "I wasn't that excited about doing it, but since it was a short-term commitment, I said yes."

Twenty-one years later, she is still the manager of the program and was joined a band, former students, in a day-long festival of learning, dancing, singing, and enjoying the camaraderie that has characterized the Older Adult Institute.



## Presidential Support for Older Learner Programs

President Charles Middleton made clear his admiration of older learner programs during a recent conference sponsored by the Institute for Continued Learning at Roosevelt University.

“Learning is an integral part of being human and keeping our brains agile. Learning is as vital to well being as keeping fit physically. I support older learner programs because they provide high quality opportunities to explore new interests and bring people up to date on old ones.”

“There is ample evidence that the most vibrant communities are those with a wide range of ages in the population. People bring different

life experiences to every discussion because they have lived life for different periods of time. Since much learning is done informally outside the classroom in common social interactions, the quality of an institution overall is enhanced by maximizing the number of perspectives.”

“I see limitless opportunities not just in university settings but throughout society. The roles can and do vary, but it’s encouraging to younger people to engage those with more experience and different perspectives and to have benefit of that accumulated wisdom and experience both in and out of the classroom.



Roosevelt University  
President Charles Middleton

### Talking the Aging Talk: Should I say senior citizen? golden ager? elder?

Paul Kleyman, Editor of Aging Today reported on a new survey called Age Beat Survey on Language and Style. “Journalists have two functional concerns about identity language: to write clearly without verbal speed bumps that might impede readers’ understanding of a story, and to avoid enervating distractions that might result from readers’ objections. The Journalists Exchange on Aging Survey on Style not only was aimed at helping writers select the more acceptable word choices for older people, but also was designed to distinguish the language of middle age, especially regarding the boomer generation, a growing cause for discussion.

Glossary of Terms in Aging: Age Beat Survey on Language and Style  
<http://www.asaging.org/agebeat/>

Coming: *Aging in America*: March 26-28 in Washington, D.C.  
American Society on Aging and the National Council on Aging Joint Conference [www.agingconference.org/asav2/conf/jc/jc08/](http://www.agingconference.org/asav2/conf/jc/jc08/)

#### Continuance

Coming: Spring/Summer  
2008

**Accountability in Higher  
Education**

**Innovation: First-Year  
Experience and Retirees**

**Aging is an Asset for  
Civic Engagement**

**Stories from International  
Students about Intergenera-  
tional Experiences in Their  
Countries.**

## COMING AND PAST EVENTS

### Learning Leadership Innovation

Roosevelt University Regional  
Lifelong Learning Conference



John Weise, Director  
Institute for Continued  
Learning

The Institute  
for Continued  
Learning at  
Roosevelt  
University  
(ICL) hosted a  
regional lifelong  
learning  
conference August  
19-21, 2007

at the Schaumburg campus. The conference fostered the exchange of ideas and a sense of community among lifelong learners. Attended by 140 representatives from 40 different colleges and universities, some were from as far away as California and Montreal.

In addition to 18 formal presentations, the conference included 11 panel discussions and 10 topic-oriented lunchtime discussion groups. The conference was structured along five major tracks: Program Development, Administration/Finance, Marketing/Recruiting, College/Community Relations, and Trips/Special Events. An internet survey of attendees conducted following the conference, 100% of those responding rated it as being "Excellent" or "Very Good."

For further information  
icl@roosevelt.edu.

### Lifelong Learning Award Presented by the Illinois Community College Trustees Association

Excerpts from an  
article by David  
H. Montgomery  
Staff writer  
Daily Southtown

**W**hen Sister  
Evelyn  
McKenna thinks  
back decades to  
the beginning  
of her career in  
learning, she

remembers stick shifts and cheap gas. Today, she is surrounded by digital photography, computers and the Internet, and she's still learning. "You almost need to get on the bandwagon with it, or you'll be left behind," she said. "Things move right along whether you're in it or not."

McKenna was recently selected as the Illinois Community College Trustees Association's 2007 "Lifelong Learner." The award is recognition for her work at Moraine Valley Community College, where she recently earned a certificate in medical coding. It's an especially meaningful honor for a woman who has spent her entire adult life working in education, but McKenna is not fazed. "It's never been difficult to change," she said. "Sometimes you know when the time has come, and it's time to change." Medical coding is the translation of the results of medical procedures and diagnoses into language readable by computers, which then is used to track diseases and manage health insurance.



**L to R: Dr. Vernon Crawly, Moraine Valley CC president; Evelyn McKenna, Lifelong Learning Award winner; Mary Nolan, MVCC trustee; and William Obuchowski, MVCC student trustee**

**Illinois New Teacher Collaborative Conference  
Induction and Mentoring:  
Supports, Solutions and Successes  
February 26-27: Springfield, Illinois  
intc@uiuc.edu**

# The Last Word

## LEARNING TO KNOW IN THE 21ST CENTURY

Excerpts from *Learning: The Treasure Within*

Victor Ordonez, UNESCO, Bangkok

### **The Content of Learning Will Be Different**

As learning and discovery go ever faster forward, it can be said that half of what students learn today will be obsolete in the next five years or so, and half of what students need to know to succeed in the future, has not even been invented or developed.

The learner is no longer in the desert of ignorance looking for an oasis of knowledge somewhere. Rather, the learner is in an ocean of information. The teacher is no longer a source of information, no longer an oasis in the desert, but rather a fellow passenger in the same boat, helping the student sort out and make sense of the information around him or her.

### **The Process of Learning Will Be Different**

The pedagogy or process of learning will likewise undergo a dramatic transformation in the next century. The linear system of educational preparation for life in a closed system, followed by a productive work life without explicit focus on re-learning, must be replaced.

This linear pattern is being replaced by a cyclical path where one studies, works, then goes back to study or do other things, then

changes jobs, interchanging study, work and rest periods several times. Learning should take place as much at work and at leisure as at school.

So also, universities used to be the only knowledge store in town. If you wanted to study anything, that's where you had to go. Nowadays, learning takes place everywhere. In the future, the computer and the Internet themselves will be the gateways. But if universities continue to act as if they had the monopoly of knowledge, and that no one is good enough unless they have their degree, they will quickly become dinosaurs. They have to realise that they are merely one store, albeit the flagship store, in the mega-mall of information, and if students can get the same information cheaper and better and faster in other stores, they will stop going to the flagship store.

### **The Learner Will Be Different**

The nature of the learners themselves are changing in the way they think, react, and respond behaviorally; in what they are interested in, in what makes them tick. At the dawn of the 21st century, Generation X, who will be the teachers of tomorrow, will be facing in their classrooms yet another generation. For want of a better term, we can call them the

'Nintendo Generation' raised in an environment quite different from theirs, amidst instant response video games, virtual reality, and the fading of geographical limitations. Unless the teachers of the future understand how the Nintendo Generation thinks and learns and is motivated, they will not be effective teachers, and even if they have the content of learning right and the process right, they will not connect.

If we go to our schools and we ask our students who their favourite teachers were, who were the ones who most influenced their lives, I think the answer would be not those who know the subject matter best or even know pedagogy best—the answer would be those who know them best, the ones who understand them, the ones who speak their language, hear their problems, sing their songs and listen to their music.

### **To Teachers and Policy Makers**

For the teacher, three simple words: Know your students. For the policy-maker. Open up your educational systems, liberate yourselves from the restrictive conventions and paradigms of the past. Learn from the innovations of your fellow administrators. Better still, learn from the lessons of the past experiences of your own educational systems.

# Clearinghouse for Intergenerational Programs in Illinois

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Intergenerational programs are defined as the involvement of older adults (50+) with students in a learning environment (e.g. tutors, mentors, and sharers of their life experience) OR the involvement of students with older adults in activities, such as oral history interviews, visiting nursing homes, service-learning and so forth. The Intergenerational Initiative is conducting an inventory of intergenerational activities throughout the lifespan (from early learning through all levels of education, P-20 and beyond).

---

Submit your Intergenerational program for the Clearinghouse. You can complete this form online ( [www.siu.edu/offices/iii/Inventory.html](http://www.siu.edu/offices/iii/Inventory.html) ). If you don't have e-mail capability, see below.

1. Name of Program:

2. Name of School or College:

3. Contact Person and Title:

4. E-mail:

5. Phone

6. Address

7. City, Zip

8. Grade or Institution

9. How is your program organized (who is responsible)?

☐ Preschool

☐ Volunteer Coordinator (paid)

☐ Kindergarten

☐ Volunteer Coordinator (unpaid)

☐ Grade One through Four

☐ Teacher

☐ Middle School

☐ Parent

☐ High School

☐ Older Adult

☐ Community College

☐ Principal

☐ University

☐ District Office

☐ Community

☐ Dean

☐ Other (Please specify) \_\_\_\_\_

☐ Provost

☐ Continuing Education/Community Education

☐ Other (please specify) \_\_\_\_\_

10. Description of Program (50 words or less)

Where and when held, who is involved (younger and older generations), what are the activities and who are your partners? Give an example.

Thank you for sharing information about your program. We hope to finish the inventory by the end of April and update the Directory of Intergenerational Programs in Illinois. Watch the website for the directory ([www.siu.edu/offices/iii](http://www.siu.edu/offices/iii)).

If you don't have e-mail capability, copy this form, complete it, and Fax to 618-453-4295. You can also mail it to Jane Angelis, Intergenerational Initiative, Mail Code 4341, Office of Associate Chancellor for Diversity, SIUC, Carbondale, IL 62901 or Fax 618-453-4295. Questions: Call 618-453-1186



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## CONTINUANCE MAGAZINE

Intergenerational Initiative

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